

A DESIGN OF GRAMMAR TEACHING VIDEO BY USING VIDEOSCRIBE

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Abstract

This study aimed to design a grammar teaching video by using animated video made from videoscribe to Junior High School students. This research was a development research. Eighth grade students of SMP Negeri 16 Pontianak were subjects of this study. This research utilized a questionnaire in google form as the instrument of data collection to gain the needs of students. According to the result of questionnaire, most of students preferred to learn English by using a video in the classroom. The researcher designed an animated grammar teaching video and the topic was superlative adjectives. The video could be advantageous for students since the animated video delightfully attracts the attention of students in the classroom. The teacher could make use of the animated grammar teaching video as a medium in teaching English. The difficulties in teaching English grammar might be decreased when applying animated grammar teaching video, and the teacher could design her own animated video by using the videoscribe in the further.

Keywords: English Grammar, Grammar Teaching Video, Videoscribe

BACKGROUND

Language is a medium for communicating with other people. It is insufficient to be proficient of one language only and undeniable about the need of mastering another language as well. It could be the language that connects many people throughout the world, it is English. This language has been used commonly by many foreign countries rather than other languages that imply English as the world language years ago until now. As a result, in educational sector, English is one of the major subjects in school, hence the students need to achieve English proficiency as well.

However, when learners try to fulfill the need of English mastery, the problem comes up. Learners are hard to be able to comprehend English since they lack of structure in English. The learners cannot write English appropriately because they lack of structures in writing,

learners cannot speak fluently because they are not so good at word choice and order, learners cannot get the meanings while reading some English literatures since they lack of vocabulary, or even learners cannot be in line while listening to speakers since they do not get each word or sentence delivered for example. Moreover, this case really happened when the researcher has a real experience while doing a teaching practice in SMPN 16 Pontianak, one of middle schools in West Kalimantan.

To identify the problem, the researcher did informal observation in the classroom. Based on the observation of the researcher, the English teacher did teaching students in classroom with traditional methods, such as: giving a speech and discussing the English book which are still good yet ineffective in teaching English; this is a

problem when the students cannot be attracted with the lesson.

On the other hand, the teacher must achieve the goals on teaching English to students. It is a duty for an English teacher to be aware of a responsibility to assist students in learning English. The teacher needs an effective solution to overcome the problem that happens in the school; there is a possibility that the problem also can happen in other schools.

Students feel tough to learn English because there is a missing acquaintance; students are not able to comprehend the English structures or grammar. The English grammar has a major role in English teaching and learning. Indeed, learners do need to understand English grammar as Azar said (2006), "teaching grammar is the art of helping students look at how the language works and engaging them in activities that enhance language acquisition in all skill areas." Moreover, Swan in Richard (1998) also stated that it is difficult to make a comprehensive sentence without mastering grammar lesson.

In a classroom, it is common to have different levels of difficulties in learning English since there are numbers of students who have various capacities in absorbing the knowledge during English learning process. Anyway, whatever the problem is, any kind of solutions should be proposed as well. Then, to overcome the problem, the teacher should shift the traditional method of teaching into an innovative English teaching. The teacher can utilize any kind of media for teaching, such as: games, pictures, or videos in order to support English teaching and learning process.

On this occasion, the researcher tried to design an animated video in purpose to complement the process of teaching and learning in the classroom. Due to that, the researcher attempted to create an animated video that he called "animated grammar teaching video." According to Hovland, Lumsdaine & Sheffield (Cruse, 2006), "Actually, a video that was used to know as filmstrips were first studied during

World War II as a training tool for soldiers". In support to this, Emily Cruse (2006) perceived that educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience. Thus, learning through video has such powerful influence too in English teaching and learning process. To design the animated video, the researcher ran an application that is built by Sparkol company entitled "videoscribe." The researcher took the videoscribe to design an animated grammar teaching video since it is cushy and attractive to use.

Videoscribe has many kinds of features to design animated videos, such as: insert animated pictures, audios, graphs, types of transitions. The tremendous thing is the animated video seems like someone writing, moving and drawing sentences or pictures on a white canvas. Furthermore, videoscribe allow the user to render the video into a full HD video the standard of high resolution video that can produce a clear transition of objects in a video. The video can be uploaded in few supported social media as well.

For the content of the animated video itself, on this occasion, the researcher focused on grammar skill for this researcher since grammar takes part on every skill in English, such as: reading, writing, listening, and speaking. Moreover, the researcher has a plan to design the animated video based on the grammar material that the participants going to learn in the classroom. Therefore, the researcher would do the need analysis on the participants in order to gain any information to support the researcher while conducting the research and fit needs of the students.

By designing the animated video, it would be a product which probably could be used by the teacher, instead of downloading the grammar teaching video on internet because somehow the videos provided on internet do not meet the goals that the teacher has prepared. Stempleski in Richard (1994) also said that we cannot

deliver published English grammar material videos or published course due to the fit of needs from students.

On the other hand, the animated video also might be disadvantageous for students in classroom. It is also agreed by Stempleski cited in Richard (1994) who warned the possibility of negative output from learning from video which is the video can cause the viewer do passively because they just get entertained from it. In order to prevent that problem, Stempleski cited in Richard (1994) said that it is your job as the teacher to get students to focus their eyes, ears, and minds on the video in ways that will increase both comprehension and recall and add to satisfaction they gain from viewing. Therefore, it is a duty for the teacher to ensure the students keep on track and have efforts to comprehend the idea of the video. Moreover, it is a matter for the teacher being a key role in the use of animated videos; it is the teacher, not the video, who can make any video-based lesson a fruitful language learning experience (Stempleski in Richard, 1994).

An attractive way was offered by the researcher to a teacher. The researcher gave an alternative to help students comprehending English lesson by designing an animated grammar teaching video from Videoscribe. The researcher would describe the design of animated grammar teaching video by an application called Videoscribe.

Before going further to the video, the researcher would consider any content which would be input into the video, so the researcher firstly was pleased to choose Eighth grade students of SMP Negeri 16 Pontianak since that school has been a school where the researcher has done his teaching practice for a semester; the researcher knows exactly the circumstance of that school that would make easier for the researcher to design the proper animated grammar teaching video. Secondly, to support the researcher in designing the animated English video, English book entitled "English on Sky 2" which used by the students also as the

consideration in making the animated grammar teaching video.

The researcher utilized the application by Sparkol company called Videoscribe since it supplies many features on designing an animated video; it is friendly-used for the user. On this occasion, the video would be full of transitions in order to attract the students, the video was just like a person drawing and writing.

Actually, the content of the video could be anything since it is flexible for any content, including voice in the animated video. Talking about the duration of video, the researcher made approximately five minutes for the video since the longer video duration would trigger the boredom of viewers. The video would also be set into WMV or Windows Media Video format in purpose to produce the best presentation for students and be available for any video player in laptop or PC. Furthermore, it is significant to consider the smoothness of the video, therefore the researcher would set 50 frames per second. After the video was ready, it could be utilized to be a medium in delivering English grammar material for students.

In short, to support English learning and teaching process, the researcher on his research, would design an an animated grammar teaching video by using the videoscribe. Hopefully, it could help on English teaching and learning process, especially on grammar material.

METHODOLOGY

The method of this research was Development Research. It was chosen since this research was in line with development research; a design of grammar teaching video by using videoscribe. The most current definition views development as "the process of translating the design specifications into physical form" (Seels & Richey, 1994, p. 35). In other words, that is the process of producing instructional materials; development is a very creative process. For conducting the research, the researcher needs to utilize ADDIE model which stands for Analysis, Design, Develop, Implement, and Evaluate since

it meets the requirement to conduct a development research. Based on Branch (2009), ADDIE is standing for *analyze, design, develop, implement, and evaluate* where it is appropriately used as a process of developing educational products and other learning resources.

Nevertheless, the researcher tended focusing on doing three phases only; analyze, design, and develop (ADD) due to the time limitation on conducting the research. The participants for this research were the eighth Junior High School students, as specific the researcher would take one sample class in SMP Negeri 16. Moreover, the researcher, on phase of creating the video, the research did designed the animated video. In this research, since the participants, the students are categorized as Z generation who put little attention in the literature.

In short, the process of conducting this research involved the researcher as a designer of grammar teaching video, the teacher as a collaborator of the researcher to deliver the grammar teaching video to students, and students as the generation Z, the participants who would get the direct impact of the video.

Data Collection

The data collected in this research was through a questionnaire in purpose to get the needs of students. The researcher utilized the questionnaire of Likert Scale as can be seen in table. 1. Sugiyono (2016) defined Likert Scale is used to measure attitude argument and perception of a person or group of people about social phenomenon. Furthermore, the researcher included 8 questions as the need of researcher to collect the data. In addition, the data collecting instrument that the researcher is the checklist form.

The researcher was pleased to do some steps for the successfulness of collecting data. Firstly, the researcher prepared the questionnaire yet the researcher concerned of the paper use for

collecting the data and effectiveness of time on collecting and calculating the data.

Hence, the researcher wanted to put the questionnaires into Google Form. Second of all, the researcher attempted to come into the class giving the instruction to students about the questionnaires to prevent misinterpreting among students.

This could be concluded that the researcher wanted to figure out the need of students in teaching and learning process by giving the questionnaires, the researcher put questions into Google Form.

Data Analysis

Previously, the researcher has explained how the data would be collected. In this occasion, the data collected was analyzed by measuring each item with a percentage. Moreover, The result of the data can be seen in table 2.

The researcher has done the calculation and got the result. The researcher did not conduct the measurement manually, instead the researcher utilized Google Form so the result has been given in short time. In addition, google form is paper less and time-saving when collect and calculate the data, the researcher collected the data by giving questionnaire by using google form.

The researcher analyzed each statement and concluded that the students never felt learning English by using animated video. That was why the researcher, on this occasion, designed animated grammar teaching video by using a PC application called "videoscribe", the animated video as a medium in classroom. , animated grammar teaching video could help either students or the teacher since it was interesting and helpful during learning and teaching English grammar.

Hopefully, the animated grammar teaching video acted as a solution for the teacher and students to teach and learn English grammar.

Table 1. Coding Frequencies

Response	Percentage (%)
Strongly Agree / Very Positive	80 – 100
Agree/ Often/ Positive	60 – 79.99
Neither agree nor disagree/ Sometimes/ Neutral	40 – 59.99
Disagree/ Rarely/ Negative	20 – 39.99
Strongly disagree/ Never	0 – 19.99

Table 2. Result of the Questionnaire

1. My teacher usually delivers English material by using a book as a resource.	
Response	Students' choices (%)
Strongly Agree / Very Positive	75
Agree/ Often/ Positive	25
Neither agree nor disagree/ Sometimes/ Neutral	0
Disagree/ Rarely/ Negative	0
Strongly disagree/ Never	0
2. My teacher usually delivers English material by using a whiteboard as the medium.	
Response	Students' choices (%)
Strongly Agree / Very Positive	50
Agree/ Often/ Positive	50
Neither agree nor disagree/ Sometimes/ Neutral	0
Disagree/ Rarely/ Negative	0
Strongly disagree/ Never	0
3. My teacher delivers English material by using an animated English video as the medium.	
Response	Students' choices (%)
Strongly Agree / Very Positive	0
Agree/ Often/ Positive	0
Neither agree nor disagree/ Sometimes/ Neutral	0
Disagree/ Rarely/ Negative	58.3
Strongly disagree/ Never	41.7
4. I love learning English by using an animated video in classroom.	
Response	Students' choices (%)
Strongly Agree / Very Positive	55.6
Agree/ Often/ Positive	44.4
Neither agree nor disagree/ Sometimes/ Neutral	0
Disagree/ Rarely/ Negative	0
Strongly disagree/ Never	0

RESULTS AND DISCUSSION

Research Results

In this research, a solution was offered by the researcher to teacher; an animated video designed by using Videoscribe as a grammar teaching in classroom. The video was designed conditionally as the material of English book the teacher used at that time; the grammar material transforming into English grammar teaching video would be taken from English book of eighth grade students, moreover the video was animated and eye-catching since the video played was like someone writing the text or drawing the pictures who telling the viewers about the content of video. By using the video, hopefully, the students would have an impressive experience in learning English especially for English grammar material. before going further in the process of video making for students, it is better that the researcher described the features when operates Videoscribe. First, make sure that videoscribe has been installed successfully. Then, open the videoscribe by double clicking videoscribe and it will show the first display of videoscribe. Videoscribe will ask for an account for users who have signed up. Fortunately, it can be accessed without an account or we access it offline by clicking directly "Log in" button. After that, videoscribe is available to be used in offline mode as it can be seen below. By clicking the checklist on that notification, we can start to make a video. The videoscribe will show the display after confirming to use it offline.

Videoscribe has many tools. Firstly, videoscribe has an option to add a new scribe. Next to create-new-scribe button, it shows a sample of video provided by videoscribe. On the right corner, it has some tools such as: an import scribe file from computer, setting, and help. Then, on the left corner, it has a tool to sort the scribe file from latest to oldest or the other way. Also, it has a tool for grouping files into a folder. To start producing a video, click once on an icon on videoscribe called "create a new scribe."

Then, it will show you the board/ white paper which allow the user creatively design the video. On the lower left corner, it has tools: arrows, zoom levels, and fullscreen for moving the paper/ board, zooming in or out the paper/ board, and fitting the particular object as the size of the paper/ board. On the lower right corner, videoscribe has tools for assisting the user to modify the flow of video, such as: Cut, Copy, Paste, Set camera locked, Set camera unlocked, and Hide. All of them can be used for particular object selected by the user; any contents on the paper can be modified through those tools. Moreover, videoscribe cannot let the user confused with all things within it, so it has a "Help" button if the user feels difficult to design a video by using videoscribe. As an illustration, when the user has finished designing the video or the whiteboard animation, it is better for the user reviewing it before being rendered. Also, the user can pause, resume and stop the video reviewing as well as zooming at the end of the video or not. If the user thinks everything in the video has been fulfilled. The user should render the design into a video format: .mkv, .mov, .wmv, or .avi in order to get the file. Besides that, videoscribe also offers the user to get the shared link to the video or just upload it on Facebook, Youtube, or Powerpoint slide. On this research, the researcher attempted to design an animated video made from videoscribe as a medium in teaching and learning process. By recognizing each tool on videoscribe, hopefully the expected grammar teaching video could be done by the researcher.

Discussion

On this occasion, the researcher would describe the process of designing the video. the researcher chose the grammar material from the book used by the participants, the eighth grade students of SMPN 16 Pontianak, entitled English in Focus published by the year of 2008. Moreover, the topic that would be picked out by the researcher is "superlative adjectives." After

getting the topic, the researcher started to design the animated grammar teaching video.

The researcher started to design the introduction in order to make the video interactive for students. After that, the researcher attempted to show a picture of certain scenery in purpose to let students brainstorm what the topic is. Then, after letting students brainstormed, the researcher tried to make interaction by asking a question about the topic. To make it more interesting, the picture was shown again to make them sure about their opinion. After that, the video shown the topic and explain the topic in details. The video used a cat character to pretend being the one who interacted with students until the end of the video.

Even though, the video has been designed, the researcher also needs the feedback from an expert, so the researcher asked the person who is eligible to judge the animated grammar teaching video. Since supervisors of the researcher as well as the examiners could not judge the video, luckily the researcher found an expert who is lately graduated from University of Nebraska-Lincoln, USA for her philosophy doctor of teaching, curriculum, and learning program.

The expert judged the animated grammar teaching video that has been made by the researcher. To ensure the animated grammar teaching video precisely judged, the researcher used a rubric assessment as a guideline for the expert. From the result of assessment, the expert decided to put the animated grammar teaching video on a good animated video. However, the expert suggested the researcher to put the voice on the animated grammar teaching video, therefore the participants could comprehend more about the information on the video. After getting the feedback from the expert, the researcher attempted to revise the animated grammar teaching video with adding a voice. The researcher did face many obstacles when designing the animated video. Firstly, the researcher needed to acknowledge all features provided in videoscribe. If the features of videoscribe could not be mastered by the

researcher, it would be hard to design a creative and attractive video. Secondly, the researcher should have the computer or laptop that meets the specifications of videoscribe. If the computer or laptop are below the specifications, it will suffer the computer or laptop when running videoscribe because it will lag. Lastly, the researcher needed to dig deep for the english materials as the contents of the video. If the researcher failed to master the English materials, it will affect the fruitfulness of the contents in the video.

In short, as a reminder, the researcher did not deliver the video but the teacher. The researcher just had a role as the designer or producer of animated grammar teaching video. Moreover, the video was just a medium for the teacher to deliver particular material which is hard for students, in this occasion students felt hard to learn English grammar. Therefore, hopefully the teacher could implement the animated grammar teaching video in classroom for the success of English teaching.

CONCLUSION AND SUGGESTION

Conclusion

In this research, the problem occurs when the students feel difficult to learn English especially English Grammar. This problem can be solved by making an animated grammar teaching video for learning English. The animated grammar teaching video can fit with students since they who are very familiar with cartoon or animation including this animated grammar teaching video, they are generation Z. Videoscribe is a friendly-used-video-designing software from Sparkol company which allows the user to design animated videos and puts any content into it. The animated grammar teaching video has reached its goal as the expectation of researcher. Therefore, the animated grammar teaching video was utilized as a medium in teaching and learning process, the video could assist students to learn difficult grammar materials in classroom.

Suggestion

In this study, there are several things the researcher wants to suggest. The suggestions are mentioned as follow: (1) If the teacher wants to design the video by himself/ herself, it is better for the teacher to not only designing the animated video of English grammar, but also other skills in English, such as: reading, speaking, listening, and writing that the topic or material is difficult for students. The teacher also needs to master the materials in details in order to create fruitful contents of the animated video for the students; (2) For further researchers, the researcher suggests that it is better to discover and research on the use of other software for English teaching and learning so the goals in English teaching and learning could be achieved successfully. In every application that can support English teaching and learning, the researcher highly recommends further researchers to acknowledge the supporting laptop or computer that can run the application and discover all features in the application; it will be helpful for the further researcher to explore the creativity in designing the product of English lesson.

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